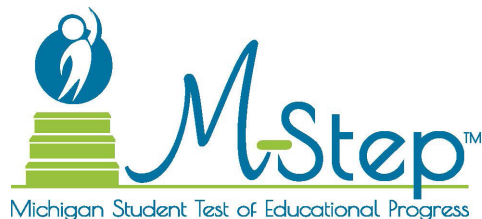




# English Language Arts

Sample Text-Dependent Analysis (TDA) Prompts  
with Sample Scored Student Essays

**Grade 4**



## PASSAGE 1

Read the following passage about taking a hike.

### Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

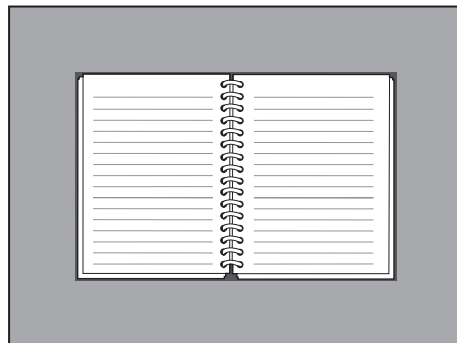
As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

#### Hiking Journal

A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

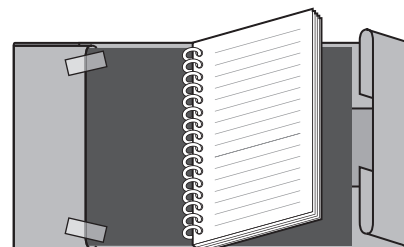
1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and on each side.
3. Mark the paper along the top and bottom of the notebook.



4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.



5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



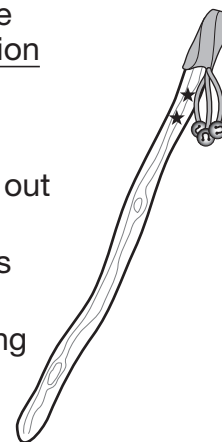
6. Decorate with markers, crayons, colored pencils, or watercolors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.



## Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.

1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.



When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells. With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

**TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES****E04.E.1.1 Response Score: 4**

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick to help on hikes. The article starts with information about hiking. The author helps us get excited about hiking and want to do it ourselves. For example he says, "At each place you hike, you will see different things" This tells me that there are many exciting things to see on a hike like bird nests and animal tracks. I would really like to find out what a "nursery log" is. The author gives step by step directions how to make a hiking journal so that we can keep track of our hikes and write down what we see on them. He tells us the steps in order so that we can make it the right way. For example, if you "mark the paper along the top and bottom of the notebook" before you cut a

piece of paper bigger than the journal, it won't work right. When we are hiking, the author tells us to use a hiking stick and then gives us directions on how to make our own one. He also tells us why we want a hiking stick. For example, "A hiking stick gives you something to lean on when the trail is steep or rocky." After telling us how to make a hiking stick, he tells us that people put bells on them to scare away bears. As you can see, the author organizes the article so we get excited about hiking, tells us how to do it and then we go out and hike and have a bunch of fun.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the text. The student analyzes the text ("*This tells me that there are many exciting things to see on a hike*"), effectively supporting the main idea ("*The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick*"). Substantial, accurate, and direct references to the text ("*For example he says,*" and "*For example, if you 'mark the paper along the top and bottom of the notebook'*") support the explanation of the importance of the author's organizational structure. The student has a clear organizational structure, including an introductory statement, ideas grouped in a logical order, and a concluding statement related to the topic and purpose. Precise language ("*directions*" and "*steps in order*") is effectively used to explain the topic and convey ideas. There is a sentence construction error in the fourth sentence. Few errors in grammar, usage, and conventions are present. Errors present do not interfere with meaning.



**E04.E.1.1 Response Score: 4**

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the passage to make people want to go hiking and make some things to have when hiking.

The author starts the passage by telling us that we'll see "wonders of nature" when we hike. He gives us advice and asks us questions about hiking so that we get interested in hiking. He does this by saying, "At each place you hike, you will see different things," and that we should take pictures of chipmunks and our family.

Then the author tells us about how to make a hiking journal so that we can keep track of what we see and do on our hikes. To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal. He puts it in order because if you don't do it in order, it won't turn out right. If we follow his directions, we

will get a nice cover for our journal.

To help us when we hike the author tells us what a hiking stick is and how we can make one ourselves. He uses steps by numbers so we can make a good hiking stick. It also makes sense because if you try to peel the bark before picking a stick how could you peel the bark on a stick you don't have yet?

In conclusion, the author of the passage organizes the passage to make people want to go hiking and have good things to take with us so we really enjoy camping.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes explicit and implicit meanings from the text (*"telling us that we'll see 'wonders of nature' when we hike," "To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal,"* and *"He uses steps by numbers so we can make a good hiking stick"*), effectively supporting the main idea (*"to make people want to go hiking and make some things to have when hiking"*). Substantial, accurate, and direct references to the text (*"we'll see 'wonders of nature' when we hike," "he tells us what a hiking journal is and then gives step by step directions on how to make a nice cover," "He uses steps by numbers so we can make a good hiking stick"*) support the main idea. The student has a clear organizational structure that effectively supports ideas: an effective introduction and transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. The response contains only one error in spelling (*"ourselves"*), and precise control of language, sentence formation, grammar, and usage is demonstrated.

**E04.E.1.1 Response Score: 3**



- 21.** Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader understand the tasks by using pictures and putting the steps in order.

First, the author helps the reader by using pictures to show you how your journal or hiking stick should look like. The pictures help you understand what he is writing about in the directions. For example, so you know where to put the jingly bells if you want to scare animals.

Second, the author helps the reader by putting steps in order. Without the steps being in order, you might not be able to make a hiking stick right or cover your book right. For example, if you don't mark your paper right like in step 3 you probaly wont be able to fold it right. And you end up with an ugly cover.

In conclusion, those are the ways the author helps the reader understand the tasks.

The response adequately addresses all parts of the task, demonstrating sufficient understanding and analysis of the text. There is a clear introduction (*"helps the reader understand the tasks by using pictures and putting the steps in order"*), development (*"The pictures help you understand what he is writing about in the directions"* and *"Without the steps being in order, you might not be able to make a hiking stick right"*), and conclusion (*"those are the ways the author helps the reader understand the tasks"*). There is an appropriate organizational structure that supports the focus. There is sufficient reference to the main idea and relevant details from the text (*"The author helps the reader by using pictures to show you how your journal or hiking stick should look like,"* and *"if you don't mark your paper right like in step 3"*). There is an appropriate use of transitions to link ideas both between and within paragraphs (*"First," "Second," "Without the steps being in order,"* and *"In conclusion"*). Some errors are present in punctuation (*"wont"* vs. *won't*) and spelling (*"probaly"*); the errors present seldom interfere with meaning.

**E04.E.1.1 Response Score: 3**

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader understand the tasks by organizing the passage so that takes us through the steps one by one and showing us what the steps look like. First, since the steps are in numerical order we can make it in a way that won't be wrong. For example, if you did step 3 before step 2, the cover of your hiking journal might be folded wrong. And if you didn't pick a sturdy stick like in step 1 you couldn't peel the bark off it in step 2. Next, we can see if the one we are making looks like the one in the passage and we can know if it's right.

because there are pictures. For example, you can look at the picture of the cover in the passage and look at yours and see if it is right. And last, the same thing about the hiking stick. You would be able tell if you made yours right by looking at the picture. Finally, those are my ways of knowing the author helps the reader understand the tasks in the project.

The response adequately analyzes how the author's organization of the passage helps the reader to understand the tasks, thus demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text to support the main idea ("organizing the passage so that takes us through the steps one by one and showing us what the steps look like"). Direct reference to the text ("since the steps are in numairicle order we can make it in a way that won't be wrong," "we can know if it's right because there are pictures") is provided to support the explanation. Additional and/or more specific, relevant details, examples, or quotes from the text would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical order of instructions from the passage with an introductory statement, transitions ("First," "Next," "And last," "Finally"), and conclusion. The response features errors in usage ("your's"), and spelling ("numairicle" and "rong"); however, they seldom interfere with meaning.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



**E04.E.1.1 Response Score: 2**



- 21.** Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader. The first part tells you about hiking and wants us to go hiking. The second part tells how to make a cover for your hiking journal. The author uses numbers to tell what order to do stuff in and we can decorate however way we want. The last part helps you make a walking stick so you can balance and scair away bears. I like to go hike, but I don't like bears.

The response inconsistently addresses some parts of the task, demonstrating partial understanding. There is weak analysis of the text ("*The author uses numbers to tell what order to do stuff*") to support the development. The response lacks relevant details from the text ("*make a walking stick so you can balance and scair away bears*"). The response has a weak organizational structure ("*The first part,*" "*The second part,*" and "*The last part*") and lacks a conclusion relevant to the main idea. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic. The response contains some errors in grammar ("*however way we want*") and spelling ("*scair*"), but most errors do not interfere with meaning.



**E04.E.1.1 Response Score: 2**

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader learn about hiking and he thinks we should go hiking. Each thing the author wants us to do is in it's own section. For example "Hiking Journal" "Hiking Stick."

The author tells us we can decorate it whatever way we want he gives us directions on how to make a hiking stick. And there are pictures so we know what it looks like when its done. If you don't follow The directions it might be bad.

The response inconsistently addresses some parts of the task, demonstrating partial understanding of the text. There is weak analysis of the text ("Each thing the author wants us to do is in it's own section," "If you don't follow the directions it might be bad.") that only somewhat supports the main idea. There is weak reference to a relevant detail ("And there are pictures so we know what it looks like when its done"), but even this is somewhat disconnected. The response has a weak organizational structure with a simple introduction and no conclusion. The response employs simplistic transitions between ideas. There is some use of precise language and vocabulary drawn from the text to explain the topic ("For example 'Hiking Journal' 'Hiking Stick.'"). The response contains errors in sentence formation (a sentence fragment at the end of the first paragraph and a run-on sentence at the beginning of the second paragraph), usage ("it's" and "its"), and capitalization. Some of these errors interfere with meaning.

**E04.E.1.1 Response Score: 1**

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The other puts evry idea in there own little secshuns so you can do the project and know what part too do furst. "Be sure to ask an adult for permission before staring this project."

This brief response minimally addresses part of the task, demonstrating inadequate understanding of the text. The response lacks development or a conclusion, merely providing a single idea ("The other [author] puts evry idea in there own litte secshuns so you can do the project and know what part too do furst.") There is no analysis of the text and support for the claim is not relevant ("Be sure to ask an adult for permission before staring this project."). Vocabulary is not drawn from the text, and many errors are present in grammar, usage, and spelling.

**E04.E.1.1 Response Score: 1**



- 21.** Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

steps that the auther wants you to do are in number order so you do them in order. If you don't do the steps in order you could mess up. If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie.

The response minimally addresses the task of explaining how the author's organization of the passage helps the reader to understand the tasks. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the text. References to the text are insufficient (*"If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie"*). Minimal evidence of an organizational structure is present; there is no introductory statement or conclusion and only one simplistic transition is employed to connect the ideas (*"If you . . ."*). Many errors are present in spelling, capitalization, usage, and punctuation.

## Acknowledgments

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